U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mr. Robert K. Denny
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Terrace Park Elementary School
(As it should appear in the official records)

School Mailing Address 723 Elm
(If address is P.O. Box, also include street address)

Terrace Park OH 45174-1203
City State Zip Code+4 (9 digits total)

Tel. (513) 272-7700 Fax (513) 831-1249

Website/URL http://mariemontschools.org/terracepark.htm E-mail bdenny@mariemontschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Robert K. Denny
(Principal's Signature) Date 1-12-'04

Name of Superintendent* Dr. Gerald F. Harris
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mariemont City Schools Tel. (513) 272-7500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Gerald F. Harris Date 1-12-'04
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Peggy Landes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Peggy H. Landes
(School Board Pre

Date 1-12-04

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   __3__ Elementary schools
   _____ Middle schools
   __1__ Junior high schools
   __1___ High schools
   _____ Other (Briefly explain)

   __5__ TOTAL

2. District Per Pupil Expenditure: $9,327

   Average State Per Pupil Expenditure: $8,441

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. ___1___ Number of years the principal has been in her/his position at this school.

   ___2___ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	29	11	**40**		**7**			
1	23	35	**58**		**8**			
2	21	11	**32**		**9**			
3	27	19	**46**		**10**			
4	24	22	**46**		**11**			
5	25	22	**47**		**12**			
6	23	22	45		Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						314

6. Racial/ethnic composition of the students in the school:

96.5 % White
2 % Black or African American
.6 % Hispanic or Latino
.9 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 2.76 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	9
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	326
(5)	Subtotal in row (3) divided by total in row (4)	.085
(6)	Amount in row (5) multiplied by 100	8.58

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

11 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
32 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the

Individuals with Disabilities Education Act.

__1_Autism	____Orthopedic Impairment
____Deafness	__1_Other Health Impaired
____Deaf-Blindness	__5_Specific Learning Disability
____Hearing Impairment	__7_Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	15	5
Special resource teachers/specialists	0	5
Paraprofessionals	1	4
Support staff	3	0
Total number	20	14

12. Average school student-"classroom teacher" ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.7	96.4	96.1	96.1	95.7
Daily teacher attendance	97.4	97.2	97.3	97.1	96.6
Teacher turnover rate	7%	0	7%	0	0
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Terrace Park Elementary is in the Village of Terrace Park, Ohio, and lies at the easternmost part of Hamilton County, Ohio. The village has approximately 3000 residents and the school has 314 students in grades kindergarten through sixth. The school is one of three elementary schools in the Mariemont City School District. It is a neighborhood school where over 90% of the students walk to school, can go home for lunch, and walk home at the end of the school day. It is figuratively and literally at the heart of the village.

The school is committed to its stated purpose of "helping each child develop his/her capabilities . . . (through) a partnership of parents, students and the school." This vision is congruent with the district's mission of providing the wherewithal for the "scholars of today" to become the "leaders of tomorrow." There is common agreement between teachers and parents on high expectations and high achievement for all.

While the majority of the students are from high achieving families who highly prize education and have very high expectations for the students, there is economic diversity in the school. The school has students from several religions, races, and ethnic backgrounds. There is common agreement, however, on high expectations and high achievement. Being so close to a metropolitan area (Cincinnati, Ohio) affords students varied opportunities to explore and value differences.

More than 95% of the district's and school's graduates go on to higher education; the school's academic program is scoped and sequenced beginning in kindergarten to prepare for success at the university level. Complementing this program is a philosophy and resources delivery system that guarantees all learners' instructional needs are met. From special education to talented and gifted opportunities, the school provides opportunities for all student learners to become "leaders of tomorrow." Complementing this clear definition of instructional/learning goals is the delivery of services, resources, and multiple pedagogical approaches to wed curriculum and instruction.

The school's academic program is based on board-adopted K-12 courses of study which are the basis of lesson design and assessment. In addition, weaved throughout the K-12 courses of study is an embedded research scope and sequence. Based on course content, students must master research skills and facileness with various technologies. Like the strands of a rope, the academic program is woven together around an information literacy core so as to develop students with large knowledge bases, basic skills at accomplished levels, ability to locate information and vast experience at the upper levels of Bloom's Taxonomy. Therefore, technology and library expenditures reflect this commitment and students are competent in use of presentation programs, wireless internet access and local and global access to data across a high speed internet connection.

The faculty is a rich blend of experienced and new professionals—84% of whom have master's degrees. Under NCLB standards they are all highly-qualified. In addition to small classes, the teachers have access to specialists, special educators, tutors, etc. to call upon to meet each learner's needs. The district provides what is needed to make students and staff successful. The closeness of administration to teachers, parents, and community members has created a "family-like" feeling, a congruence of school community values and a common mission.

Through collaboration with the PTO and community-based organizations, the school building is used every evening and on weekends to provide enrichment and social opportunities for our boys and girls.
The school's scores on national, state, and local assessment instruments show consistent attainment of educational excellence. The school, in addition to high scores, looks at each child's level of performance to ensure the "bar that has been raised" is being achieved by each. It is for these reasons that Terrace Park Elementary School qualified for recognition as a No Child Left Behind/Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The state of Ohio has developed content standards for the schools of the state. These content standards are rigorous and embody a standard of excellence that when achieved, will raise Ohio's schools to national and global prominence. The state legislature has mandated a series of tests to measure how well students, schools, and school districts are performing. At the elementary level, state-wide proficiency tests are given to all fourth and sixth graders. The state is presently re-aligning which tests will be taken which years.

Rather than a system of letter grades, the state criterion-referenced tests attempt to measure a student's and also the school's ability to reach a "proficient" level. Being "proficient" means mastery of the skills contained in the state's standards. The most important measurement or grade is "proficient."

In fourth-grade reading across Ohio 66.3% of students last school year were determined to be proficient. At Terrace Park, 100% of students were assessed as being proficient in fourth-grade reading.

In fourth-grade mathematics across the state, 70.4% were determined to be proficient. At Terrace Park, 97.8% scored as proficient in fourth grade mathematics.

On the sixth-grade reading proficiency test, 65% of Ohio's students were determined to be proficient while 95.1% of Terrace Park students were proficient.

On the sixth-grade mathematics proficiency test, 52.8% of students across the state were proficient while 95.4% of Terrace Park's students were proficient.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

For years, the Mariemont City School District's educational program has been based on aligning curricula and assessment, factoring in student potential/achievement, and designing individualized educational programs for all students grades 2 through 11 by the use of standardized tests—the Comprehensive Testing Program 4 from the Educational Records Bureau. Each year each student's ability and achievement scores are analyzed and his/her historical record reviewed.

A September testing date allows our school to receive ERB results in October. The staff is tasked with reviewing the results of the tests and identifying students whose achievement scores are not in line with their measured ability. An intervention plan is written and then follows the student for the remainder of the academic year. This assessment tool assists in driving instruction for the identified individuals. The plan is submitted to the principal for monitoring purposes across the school year. Assessment results for each student are like a "thermostat" that triggers an action, rather than a "thermometer" that just gives a reading. Assessment drives instruction. By analyzing aptitude/achievement for each child each year, we do stretch all students to maximize potential.

The Comprehensive Testing Program 4 results from all schools across the district allow analysis of not only individual performance but also curricular concerns that may stretch across a grade level or district. State assessment results are used in the same fashion—as another snapshot of a student's performance and an overview of district strengths and weaknesses as well as the individual student's.

The teach, test, re-teach model is truly the heart of the school's success.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Terrace Park Elementary comprehensively and in a timely fashion communicates student performance and school performance to parents, students, and the community.

State assessment data for the school is distributed in the aggregate by mailing school report cards. The state mails one to each pupil's residence and the school's scores are published in local media. On receipt of state test scores, the school promptly sends a letter to each student's parents with the individual's scores, and, if appropriate, a course of action to prepare the student to take a test again. At parent conferences in the fall and spring, the results are discussed with parents.

The district distributes whole district, as well as individual school building state assessment data, via its website, the district newsletter, and a yearly report.

Other standardized test information (i.e. yearly performance on the CTP4 of the Educational Records Bureau students 2-6) is also distributed via letter and conferencing with parents.

The school continually updates parents on students' classroom performance. Formal assessment is by quarterly report cards. In addition, the district provides web-based access to teachers' grade books on a 24-hour, seven-day-a-week basis so students and parents can closely monitor daily performance. Hard copies of data are made available to parents wishing such. There are two formal parent conferences per year which are supplemented with as-needed conferences as well as communication achieved by email and voice mail. The school encourages school/parent communication by giving all teachers a phone with voice mail and email access in each classroom.

3. Describe in one-half page how the school will share its successes with other schools.

As one of Ohio's high achieving schools, Terrace Park is frequently contacted to discuss successful practices. The school and district complete survey forms, welcome visitors, and share information via conferences, emails, website and releasing personnel to visit other schools. If the school should receive this award, it is committed to providing resources, manpower, etc. to facilitate inquiries.

Additionally, the superintendent and other district personnel sit on regional and state level committees where information will be shared. The district also has formed an affiliation with Northern Kentucky University, Xavier University and Miami of Ohio where this school's success will be shared.

As the district fosters professional staff involvement in local, state, and national conferences, the sharing of the school's success will also be via these presentations. As it has always done, the school welcomes visitors to learn from and visitors seeking information. Thanks to the technology made available to us, we can develop Power Point presentations in-house on requested topics. Each teacher also has a home page. The school has a website off the district's homepage.

Each year, members of the professional staff present at conferences for peers in the local area, state conferences, and national conventions.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The school's curriculum was developed by aligning what is taught to what is tested by our local, state, and national assessments. Built on this core are extension activities, enrichment activities, activities at all levels of Bloom's Taxonomy, and provision for the unique needs of our population. Each curricular area is thoroughly reviewed, modified, updated, etc. every six years. While the six-year cycle is rigid to guarantee no more than six years without review, it is dynamic as there is provision for modification for between-review revisions. Assessments are scientifically based and therefore are factored into curricular revisions.

Mathematics—The Addison Wesley program is the basis of our math program. It is supplemented with district-developed "problem of the day," manipulations, and a math challenge component for every talented math student. While a problem-solving based program, we are rigorous in developing student basic math skills. Because most of our students are college-bound, there is rigorous preparation for higher levels of AP math in high school.

Science—Our science program makes extensive use of labs. The school uses the Scotts-Foresman series because it is inquiry based. As with other programs, instruction is supplemented with materials and activities appropriate to the various learning styles. By using the scientific method, a student's investigative skills will be developed, and the student will use critical thinking skills in order to draw valid conclusions from data.

Social Studies—There are several publishers' texts used in the social studies program. As the course of study emphasizes local communities at this level, there are activities and materials developed uniquely for our community with concepts transferable beyond this village. Text materials are primarily from Silver-Burdett and Scott-Foresman. There are Ohio based materials also. The program has a heavy emphasis on geography and map skills. From there it reaches out to the concepts of governance, culture, interdependence, history, and economics. The program has a goal to understand and appreciate interaction among cultures and people in our pluralistic society. As with other curricular areas, the district provides classrooms and students with various modalities of learning—from paper and pen, maps, globes, to the internet.

Language Arts—There are many strands woven through the heart of the elementary program called language arts. Once again there is dedication to developing the strongest basic skills of writing, reading and speaking as possible. The school has adopted a literature-based approach to language arts and uses the Houghton-Mifflin series. This program is supplemented with materials, activities, and emphasis on grammar, phonics, and vocabulary. As mentioned below, the reading program has heavy emphasis on phonemic awareness and phonics. Grammar books, daily editing and diagramming supplement the communications aspect of language arts. Vocabulary and spelling are done contextually as well as independently. The school uses the Ohio Writing Process for student written communications training. An expansive school library, classroom libraries and the universal presence of the internet surround children in literature and opportunity to engage language.

Art—The art program at Terrace Park provides students the opportunity to develop awareness and appreciation for the creative process found in art, an understanding of the elements of art in the world, and opportunities for experimentations with various art forms. Students evaluate art work and discuss the significance of the art in their environment. The children explore various art forms by drawing, sketching, painting, printing, developing collages, sculpting, lettering, and working with fibers. The students work both individually and in groups to help recognize differences between peers, interests and cultures. Evaluation in art is an on-going process. Teachers use a combination of assessment techniques. They include the art work produced by the students, students' verbal responses to art, academic tests and teacher observation of student efforts when creating works of art.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The reading curriculum at Terrace Park Elementary utilizes curriculum materials and instructional strategies that promote student learning at different stages of a child's reading and writing development. The reading program used in our school is Houghton Mifflin. This reading program was developed based upon the scientific evidence of the National Reading Panel. Houghton Mifflin is a literature-based program that emphasizes proven strategies for teaching reading skills. This program stresses systemic and explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary development, text comprehension and writing processes. System phonics instruction is required in the primary grades. The students are taught about the relation of letters to sounds, from the simplest to most complex sounds/patterns, and how to apply this knowledge to reading. Teachers utilize individual, small-group, whole-class, and computer-based grouping options as appropriate for accomplishing given purposes. The creation of a literate environment is emphasized. Students' interests, a large supply of classroom books, reading and writing modeled by both teachers and students, and the opportunity for teachers to participate in professional development programs encourage our literate environment for lifelong readers and writers. Students who need reading and writing intervention receive a combination of the regular evidenced-based reading instruction with their class plus an additional twenty-to-thirty minute period of supplemental reading instruction. A wide range of assessment tools and practices, from individual and group standardized tests to individual and group informal classroom assessment strategies, are utilized. The assessment information helps teachers to plan, evaluate, and revise instructional strategies that meet the needs of all students at different developmental stages and from differing backgrounds.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Students at Terrace Park have scored very well on assessments, particularly those that measure content knowledge and use of basic skills. Our mission to "develop (student) capabilities" in order to develop ". . . leaders of tomorrow" does not allow us to rest on these basic levels of success. Our mission demands we challenge the child's intellect to make sure he/she can wisely use information gathered. Our instructional practices must take student thought to a higher level.

To do this, the board of education has adopted a K-12 course of study called the "Research Scope and Sequence." This 13-year long program is designed to move students up Bloom's Taxonomy to force analysis, synthesis, and evaluation. The district's program demands students do independent research each year in content areas appropriate to that grade. One year it's language arts, another year science, etc. In order to facilitate student research in content areas, the research scope and sequence has another dimension—technology. Due to availability of networked technology throughout the building, the students are taught technology and data manipulation skills kindergarten through 12th grade.

In Terrace Park Elementary, at each grade level, students experience this coalescing of course content, research skills, and technology by means of a project. Teachers must develop and post a project that brings these three strands of curricula together. Fellow teachers critique and assist in the design of the project. Finished student projects are then reviewed by the principal.

This unique and challenging integration of content, skills, technological competence, and critical thinking for students helps to assure that we do build on our success.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

In order to ensure each student's opportunity to maximize learning is provided, the school must use a variety of methods and modalities to impact instruction. Again, because the basis of the academic program is teach, test, re-teach, it is incumbent that re-teaching strategies do not just repeat those unsuccessful ones in the original teaching process.

While continuing to explore new pedagogical thought and examining experiences at practice in other schools, the Terrace Park staff implements instructional practices such as:

I. Differentiation of Materials
- supplemental materials are purchased for all curricular areas that are appropriate for learning styles
- equipment such as computers and other technologies are available to all students and teachers
- adaptive equipment for students with various handicaps
- rich library collection as well as access to databases through the internet

II. Differentiation of Instructional Strategies such as:
- individual instruction
- small group instruction
- large group instruction
- peer instruction
- extension activities
- curriculum crunching where appropriate
- integrated units
- workshops
- collaborative activities

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development at Terrace Park is based on identified building needs as well as district level initiatives. Three years ago the responsibility for staff development and other needed training was put in the hands of the building staff. This was a shift from district direction of in-service to our building staff assuming leadership and responsibility.

The school has a Faculty Action Team (affectionately known as "FATS Team") that is responsible for identification of needed in-service, planning, and the delivery of professional development activities. The district has given the school a 45-minute time block each day for professional development. The FATS Team surveys staff, reviews assessment results, discusses goals and, in concert with the entire staff, develops staff development activities. These in-services are then led by building staff—someone who has special skills will train others, teachers who attend conferences bring back and share with staff, and district personnel are sometimes utilized or out-of-district trainers are brought in.

In addition to giving the Terrace Park staff the responsibility to direct professional development, the district provides time and resources to support it. District FATS Team leaders meet throughout the year to share and coordinate where appropriate.

The impact has been significant and apparent. In the area of technology use by teachers and the passing-on area of such skills to students, the FATS Team's efforts have been spectacular. Complementing this has been the staff's work with Understanding By Design and other higher order thinking initiatives to develop student evaluation of information sources located through research.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): _____
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$_____ K	$_____ 1st	$_____ 2nd	$_____ 3rd	$_____ 4th	$_____ 5th
$_____ 6th	$_____ 7th	$_____ 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

2. What is the educational cost per student? $_____
   (School budget divided by enrollment)

3. What is the average financial aid per student? $_____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

Public Schools

In a letter to the U.S. Secretary of Education accompanying the list of nominated schools, the CSSO of each state certifies that the schools have all met the minimum requirements established by the CSSO for "dramatically improved" and achieving at "high levels" or for being in the top 10 percent of schools in the state. The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. States must rely on the state accountability system to identify schools for submission to the Secretary.

Based on state data, the CSSO certifies that the submitted schools meet one of two criteria: 1) dramatic improvement in test scores to high levels in the past three years in reading (language arts or English) and mathematics for schools that draw at least 40 percent of their students from disadvantaged backgrounds, or 2) regardless of a school's demographics, achievement in the top 10 percent of schools in the state as measured by state tests of reading (language arts or English) and mathematics or in the top 10 percent in the state on assessments referenced against national norms in at least the last grade tested.

"Dramatically improved" is defined by the CSSO of each state based on the state's definition of adequate yearly progress (AYP). All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. "High levels" is defined by the CSSO of each state, but at a minimum includes student achievement at least at the 55th percentile on state assessments in the highest grade tested even if the school makes AYP.

A student from a "disadvantaged background" is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO using the state accountability system. If the state uses only assessments referenced against national norms at a particular grade, the school should explain how these tests measure the depth and breadth of the state's academic content standards. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. For these tests, schools must use national norms. The national school norms for the 90th and 55th percentiles can be found on the U.S. Department of Education's Web site. If fewer than 90 percent take a particular test, do not report the data. If the PSAT, PLAN, SAT, or ACT are not an official part of the state accountability system, schools should not report the data.

The school must disaggregate the data for socioeconomic groups that comprise sufficient numbers to be a part of the state's assessment reports. If it is not possible to disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups if they comprise sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify which groups, if any, are excluded from a test, the reasons for the exclusion, as

well as the number and percentage of students excluded. Describe how these students are assessed and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in at least the past three years in reading (language arts or English) and mathematics, and are achieving at high levels.

A student from a "disadvantaged background" is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. "Dramatically improved" is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. "High levels" is defined as student achievement in at least the last grade tested at or above the 55th percentile (5 percentage points above the mean) on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school's demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms or in the top 10 percent in its state as measured by a state test in at least the last grade tested.

Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments or, if the school does not administer state tests, for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should include the data, unless students take state assessments. In the case where all private secondary school students participate in state assessments, do not report the data from the PSAT, PLAN, SAT, or ACT.

The school must disaggregate the data for students eligible for free or reduced-priced meals if that cohort of students comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. If the school does not collect family income data and cannot disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups that comprise 10 percent or more of the student body of the school. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

STATE CRITERION-REFERENCED TESTS

Grade 4

Test Ohio Fourth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 46

Number of students who took the test 46

What groups were excluded from testing? Why, and how were they assessed? N/A

Number excluded N/A Percent excluded N/A

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

TERRACE PARK RESULTS ON OHIO 4th GRADE MATHEMATICS PROFICIENCY TEST

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	N/A	N/A		
% At or Above Proficient	97.8	91.3	95.3		
% At Advanced	39.1	41.3	39.5		
Number of students tested	46	46	43		
Percent of total students tested	100	95.8	95.5		
Number of students excluded	0	2	2		
Percent of students excluded	0	4.2	4.5		
SUBGROUP SCORES					
1. White					
% At or Above Basic	100	N/A	N/A		
% At or Above Proficient	97.8	94.6	95.3		
% At Advanced	39.1	42.1	39.5		
Number of students tested	45	43	42		
STATE SCORES					
% At or Above Basic	70.4	N/A	N/A		
State Mean Score					
% At or Above Proficient	58.6	62.9	59.4		
State Mean Score					
% At Advanced	14.6	17	16		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TEST

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test Ohio Fourth-Grade Reading Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 46

Number of students who took the test 46

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	N/A	N/A		
% At or Above Proficient	100	91.3	90.7		
% At Advanced	32.6	23.9	20.9		
Number of students tested	46	46	43		
Percent of total students tested	100	97.8	95.5		
Number of students excluded	0	1	2		
Percent of students excluded	0	2.2	4.5		
SUBGROUP SCORES					
1. White					
% At or Above Basic	100	N/A	N/A		
% At or Above Proficient	100	92.4	90.7		
% At Advanced	32.6	24.7	20.9		
Number of students tested	45	41	42		
STATE SCORES					
% At or Above Basic	90.6	N/A	N/A		
State Mean Score	N/A				
% At or Above Proficient	66.3	67.7	56		
State Mean Score					
% At Advanced	9.3	7	7		
State Mean Score					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

STATE CRITERION-REFERENCED TESTS

Grade 6

Test Ohio Sixth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 45

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? 1

IEP (LD) Student Assessed on IEP Goals

Number excluded 1 Percent excluded 2%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

TERRACE PARK RESULTS ON OHIO 6th GRADE MATHEMATICS PROFICIENCY TEST

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	N/A	N/A		
% At or Above Proficient	95.4	97.8	97.5		
% At Advanced	34.1	39.1	48.8		
Number of students tested	44	46	40		
Percent of total students tested	97.7	88.5	93		
Number of students excluded	1	6	3		
Percent of students excluded	2.3	11.5	7		
SUBGROUP SCORES					
1. White					
% At or Above Basic	95.1	100	N/A		
% At or Above Proficient	95.1	97.8	97.5		
% At Advanced	34.1	39.1	48.8		
Number of students tested	41	46	39		
STATE SCORES					
% At or Above Basic	64.6	N/A	N/A		
State Mean Score					
% At or Above Proficient	52.8	61.7	61.1		
State Mean Score					
% At Advanced	6.3	9	12		
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Grade 6

Test Ohio Sixth-Grade Reading Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 45

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? ___1_____

IEP (LD) Student Assessed on IEP Goals

Number excluded 1 Percent excluded 2%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

TERRACE PARK RESULTS ON OHIO 6th GRADE READING PROFICIENCY TEST

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	N/A	N/A		
% At or Above Proficient	95.4	97.8	92.5		
% At Advanced	63.6	63	48.8		
Number of students tested	44	46	40		
Percent of total students tested	97.7	88.5	93		
Number of students excluded	1	6	3		
Percent of students excluded	2.3	11.5	7		
SUBGROUP SCORES					
1. White					
% At or Above Basic	100	100	N/A		
% At or Above Proficient	95.1	97.8	92.5		
% At Advanced	63.6	63	48.8		
Number of students tested	41	46	39		
STATE SCORES					
% At or Above Basic	82.7	N/A	N/A		
State Mean Score					
% At or Above Proficient	65	58.2	58.3		
State Mean Score					
% At Advanced	26.1	22	23		
State Mean Score					